DOCUMENT RESUME

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ABSTRACT

Five conference papers consider a bilingual kindergarten program, language assessment and development, a nursery school program for retarded children, instructional materials for handicapped children, and a comparison study on social status for bilingual exceptional children, respectively. The bilingual kindergarten program is described as a total learning system with three major components comprised of staff development materials (teacher manuals or filmstrips), the instructional model (sensory, motor, and language skills training in 12 units), and parent involvement. Suggested for children's language assessments are standardized scales, informational observations, and reports from persons close to the child; and offered for remediation are teacher techniques for an ongoing program. Emphasized in a free nursery school program for mentally handicapped children, 3- to 7-years-old, are development of a positive self concept; and motor, self-help, language, sensory, and cognitive skills through art activities and creative movement. Approximately 23 teacher made instructional materials for training parents of preschool handicapped children are presented in a lesson format, which gives the name of toy, time to make material, skill to be developed, material needed, procedure, use, and a space for trial evaluations. Results of a study using sociometric techniques to compare 20 bilingual (French and English) Ss with 42 primarily English speaking Ss, 8- 15-years-old, in a special class in New Brunswick, indicate that the status among peers of the bilingual Ss did not differ significantly from the status of the English speaking Ss. (MC)

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Exceptional Children Conference Papers: Early Childhood Education.

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Session 53

Title of Session: Comprehensive Bilingual Education for Kindergarten

Day: Thursday Date: April 26, 1973 Time: 1:15 - 3:00

Session Leader: Joyce Evans, Program Coordinator, Southwest Educational Development Laboratory, Austin, Texas

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Introduction and Overview of Session
Joyce Evans, Program Coordinator, Southwest Educational Development Laboratory, Austin, Texas

Small Group Sessions (Audience rotation through following groups)

(1) A Development Process Approach to Program Development and Comprehensive Staff Training
Shari Nedler, Early Childhood Program Director, Southwest Educational Development Laboratory, Austin, Texas

(2) Involving Parents of Young Children
Nikki Blankenship, Field Specialist and Television Instruction, Southwest Educational Development Laboratory, Austin, Texas

(3) Classroom Variables and Elements of Expression
Joyce Coleman, Component Coordinator, Southwest Educational Development Laboratory, San Antonio, Texas

(4) The Program in the Classroom -- The Instructional Model
Joyce Evans, Program Coordinator, Southwest Educational Development Laboratory, Austin, Texas

(Written papers were not presented in this session. The following information represents an overview of the information presented in the discussion groups.)

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INTRODUCTION AND OVERVIEW OF THE SEDL

BILINGUAL KINDERGARTEN PROGRAM

Joyce Evans, Ph.D.
Program Coordinator

The focus of this session is the Bilingual Kindergarten Program as developed and classroom tested over the past four years by the Southwest Educational Development Laboartory in Austin, Texas. During the first part of the session, you will see a slide presentation, "Sequence for Success," which provides an overall view of the program in operation in an Austin classroom. A general description of the total program will follow the slide presentation. Specific aspects of the program will be elaborated in small group sessions which will follow.

The Southwest Educational Development Laboratory is one of eleven regional laboratories federally funded for the purpose of meeting specific needs in the field of education. Within the Laboratory there are three major program divisions: (1) The Early Elementary Division, which focuses on the development of learning systems for English-speaking children in grades 1-3; (2) The Bilingual Early Elementary Division, which focuses on the development of learning systems for the native Spanish-speaking child in grades 1-3; and (3) The Early Childhood Division, which focuses on the development of learning systems for preschool children.

All of the participants in this session represent the Early Childhood Division of the Laboratory.

Shari Nedler, Director of the Early Childhood Program
Nikki Blankenship, Field Training and Television Programming
Joyce Coleman, Component Coordinator, located in San Antonio
Joyce Evans, Program Coordinator

Efforts of the Early Childhood Division have focused on developing three total learning systems or programs, targeted for the native Spanish-speaking preschool child. These are: (1) a Three Year Sequential Program for children entering an educationally-oriented program at age three and continuing through age five; (2) a Two Year Sequential Program, for children entering at age four and continuing through age five; and (3) the Bilingual Kindergarten Program for children with no previous intervention who enter at age five. Although many aspects of the Kindergarten Program are equally applicable to the Sequential Programs, our focus today is the Kindergarten Program.

The following slide presentation evolved from an actual classroom interview with one of the Kindergarten test site teachers in Austin, Miss Suzanne Rodriguez. In the course of the interview, Suzanne provided such a comprehensive description of the program that the interview was converted into this presentation.

Slide Presentation: Sequence for Success

The slide presentation which you have just seen provides a general picture of the instructional program, as implemented in a classroom.

This program, developed over the past four years, has been systematically tested out with thousands of children across the country. First implemented in 1969-70 at the Good Samaritan Center and the Edgewood School District in San Antonio with urban Mexican American children, the materials were then tested with migrant children as well. Through the cooperative efforts of teachers, administrators and school administrators, the program is now in the last stages of final revision and in preparation for general dissemination.

The Bilingual Kindergarten Program is a total learning system, the general goals of which are:

(Transparency #1)

- To develop the child's basic motor, visual, and auditory abilities
- To develop the child's total language skills in both English and Spanish
- To develop the child's general knowledge and his thinking and reasoning abilities
- To help the child in developing a positive self-concept.

In order to reach these goals, teachers and parents, as well as children, are included through three major components of the program:

(Transparency #2)

- Instructional Materials
- Staff Development Materials
- Parent Activities

The remainder of this session will be spent in smaller group meetings, during which each participant will discuss a particular aspect of the program, answer questions you may have, or respond to your particular interests for a period of approximately 20 minutes. Each of these presentations will be repeated in order to allow you to rotate through each session.

Group 1: Dr. Nedler will discuss the process used by SEDL in developing programs. This includes information on program design, sequences of test stages, collection of field information, and other aspects of program development. In addition, she will also discuss the Staff Development Component for teachers, administrators, and supervisors, and show samples of these materials.

Group 2: Mrs. Blankenship will discuss working with parents to help them become actively involved in their children's learning. She will also share with you some of her activities in the exciting uses of television now and in the future.

Group 3: Mrs. Coleman will discuss classroom variables and elements of expression which affect the learning process. This session will include group discussion and audience participation. Samples of children's work will be shown as they relate to the various elements discussed.

Group 4: I will conduct the fourth group in which the instructional model will be presented. Samples of the curriculum and media will be available.

A DEVELOPMENT PROCESS APPROACH TO PROGRAM DEVELOPMENT AND COMPREHENSIVE STAFF TRAINING

Shari Nedler, Ph.D.
Director of Early Childhood Programs

The development process which has guided the design of SEDL's Early Childhood Program includes the stages of context analysis, conceptual design, product design, pilot test, and field test. Each of these stages involve specific steps and criteria which assist the design staff in making appropriate decisions regarding revisions of materials. This systems approach to development has enabled SEDL to incorporate feedback and suggestions from classroom teachers who have implemented the program in classrooms across the nation.

The staff development materials include three preservice manuals, two inservice manuals, an administrator's handbook, a supervisor's manual, and eleven demonstration filmstrips and audio recordings. All of the information necessary for effective installation is provided through the self-contained multimedia staff development packages.

STAFF DEVELOPMENT MATERIALS

SITE MATERIALS

1. Administrator's Handbook
2. Supervisor's Manual
3. Script Booklet for Staff Development audio recordings
4. Filmstrips and audio recordings for staff training
   a. The Personal Touch
   b. Setting Up the Classroom
   c. Equipment Demonstration
   d. Bilingual Kindergarten - Sequence for Success
   e. Testing the Children
   f. Auditory Lesson
   g. Ideas and Concepts Lesson
   h. Prewriting Overview
   i. Visual Lesson
   j. Motor Lesson
   k. Syntax of English Lesson

TEACHER MATERIALS

1. Preservice Manual - Volume 1
   Overview of the Bilingual Kindergarten Program
   Teacher Manual
   Equipment Lists

2. Preservice Manual - Volume 2
   Model Lessons
   Testing the Children
   Classroom Management

3. Preservice Manual - Volume 3
   Setting Up the Classroom

4. Inservice Manual - Volume 1
   Helping the Children Learn
   Teacher Expectations
   Incidental Learning and Modeling
   Every Child Learns

5. Inservice Manual - Volume 2
   Using Learning Materials with Preschool Children

CLASSROOM VARIABLES AND ELEMENTS OF EXPRESSION

Joyce Coleman, M.A.
Component Coordinator, San Antonio Staff

One of the goals of the educational process is to develop in children an awareness of, and knowledge about, their environment. This knowledge forms the basis for the development of other cognitive skills.

The classroom can be an important source of information about the environment by the way in which it is set up and managed. There are certain aspects of the environment that must be considered in creating a learning environment. These we are defining as elements of expression because they are very much a part of each person, either consciously, or unconsciously, and because we use these elements to express ourselves in many ways. These elements are color, space, movement, lines, shapes, texture, rhythm, and sound.

Each teacher needs to be aware of how these elements affect her and how they affect the children in her class and how she can use these elements to create a learning environment appropriate for her and her children.

As a part of the presentation, each participant will develop a booklet reflecting his own personality and awareness of the environment.

THE PROGRAM IN THE CLASSROOM --

THE INSTRUCTIONAL MODEL

Joyce Evans, Ph.D.

The instructional model represents a planned eclectic approach to learning, especially designed and developed to assist the five-year-old native Spanish-speaking child become functionally bilingual. Elements of the instructional model include the following areas: (1) visual training; (2) auditory training; (3) motor training; (4) prewriting; (5) ideas and concepts; (6) syntax of English; and (7) building vocabulary. In addition, there is a supplementary manual of mathematics activities.

Although the elements cover different content or skill areas, they are organized into units built around a single theme. Wherever possible, activities in a unit complement and reinforce one another by being related to the unit topic or to a particular skill.

Pupil instructional materials are divided into twelve units of approximately 53 activities each. Spanish and English curriculum guides accompany each unit. Multiple types of media are included for instructional activities (photographs, color drawings, filmstrips, audio recordings, transparencies, games, posters, spirit duplicating masters, workcards, numeral cards, letter cards, color cards, and sets of geometric shapes in various colors and sizes).

Curriculum Unit Topics

Unit 1	Orientation to School	La escuela
Unit 2	Body Awareness	Conciençia del "yo" físico
Unit 3	Self-Concept	Concepto de sí mismo
Unit 4	Clothing	La ropa
Unit 5	Food	La comida
Unit 6	Family and Home	La familia y la casa
Unit 7	Community Helpers	Los ayudantes de la comunidad
Unit 8	Transportation	Los transportas
Unit 9	Community Environment	Ambiente de la comunidad
Unit 10	Animals	Los animales
Unit 11	Natural Environment	La naturaleza
Unit 12	What I Have Learned	Lo que hemos aprendido

SUPPLEMENTAL MATHEMATICS MANUAL

Number Concepts, a supplementary manual written in Spanish and English, deals primarily with number ideas. It has been developed to guide the child through a sequence of mathematical experiences to provide him with a firm foundation of mathematical structures. Media developed specifically for the teaching of number concepts is included.

UNIT AND MASTERY TESTS

A Pre-test, three Mastery Tests, and eleven Unit Tests are included in a separate manual. Each test includes instructions for administering the test in either Spanish or English, a list of materials needed, scoring grids, and a list of activities to be reviewed or retaught following test administration.

ADDITIONAL MATERIALS

Paso a Paso Con Los Ninos, a collection of traditional Mexican songs and dances, is included. A manual includes directions for the dances and a musical score for each song. An audio recording accompanies the manual. The collection has been specifically developed for young children.

OPTIONAL MATERIALS

A teacher manual, School and After: Parents Help, is accompanied by a filmstrip and audio recording. Individual packets of materials for parents to use at home include five activities for each unit.

Through this program, the child learns to understand and speak in two languages; both languages are used for instruction in the curriculum.

The suggested language of instruction is specified for each activity. Except for English language lessons, teaching begins in the child's first language, Spanish. The objective is to build up the child's competence in Spanish by expanding his basic fund of information, and then to systematically introduce these same concepts in English. However, each local district has the option of examining its own goals and establishing its own priorities for language development in both Spanish and English.

INVOLVING PARENTS OF YOUNG CHILDREN

Nikki Blankenship, M.A.

Evidence of the fact that many parents have little understanding of the types of learning which occur in the Kindergarten Program is apparent when the five-year-old arrives at school with a pencil, a box of crayons, and a tablet carefully tucked under his arm. A bridge of understanding must be carefully built between the parents, the staff, and the child in order for any program to be effective.

Attitudes of the educational staff, teachers, supervisors, principals, and anyone else who works with the family are of primary importance. This includes: (1) Understanding differences in parents, and (2) Understanding differences in children, and (3) Understanding the relationships between the child, his parents, and other family members.

The Parent Involvement Component of the Bilingual Kindergarten Program includes the following:

1. A manual for the teacher which provides information on setting up and developing parent advisory groups and parent meetings; making home visits, including parents in classroom activities and field trips, observing in the classroom, and using available home materials as well as materials provided by the teacher for reinforcing learning at home.

2. Filmstrip and audio recording, "School and After: Parents Help."

3. Home activities and media for parents.

Assessing and Programming for Language Skills

Dianne C. Manfredini
Director of Education
Philadelphia Association for Retarded Children

51st annual Council for Exceptional Children Convention

Dallas, Texas

April 24, 1973

Assessing and Programming for Language Development

Viewed in global terms, language may be described as that tool or tools with which people communicate. As such, it includes both receptive and expressive components each of which may be subdivided into verbal and non-verbal modes.

Assessment of the aforementioned may take many forms: the standardized scale, the informal observation, the report of a person in close contact with the child. Each of these inputs aids in establishing the child's developmental stage or functioning level as well as indicating transitional stages or skills.

Scales such as the Fokes Scale of Language Acquisition which detail language development from birth onward provide a means of sequentially examining the language development of the child previously excluded from school, that is, the child whose functioning level has generally ranged from birth to two years and who has little or no verbal abilities. A tool such as the Sequenced Inventory of Language Development Test developed by Hedrick and Prather and the staff of the Child Development and Mental Retardation Center, University of Washington, allows an evaluation of the receptive as well as the expressive component of language learning and is particularly useful in that it provides test items which are easily adapted into program activities.

In addition to scale items, a comprehensive assessment examines the child in varied situations, noting schemas of communication and response patterns. These observations, when integrated with the more formal test results, provide a language profile which serves as the program foundation. In assessment as well as programming however, it must be remem-

bered that language, particularly in the early developmental stages is an interrelated skill, that is, it is dependent on the sensory-motor development of the total organism. Viewed in this perspective, all activities conducted in the classroom become part of the language program in that they stimulate neural pathways, expose the child to meaningful speech, foster receptive skills and, in some instances, remediate a handicapping condition which is directly related to expressive language development.

In order to ensure the development of language in realistic and varied contexts, the teaching of language skills must be an on-going program, involving every activity throughout each day. Verbalizations should be made by the teacher describing every activity in which the child is engaged. These verbalizations should consist of simple (subject, verb, object) sentence formations in the present tense. Certain words should be repeated in an effort to attach meaning to them. For example, a child may be pouring his own cup of juice. The teacher might verbalize this activity in the following manner: "Johnny is pouring juice", "pouring juice", "juice."

This same technique can be applied when a child picks up a toy, walks around, washes his hands, jumps, etc. Any overt movement by the child may be verbalized similarly. While the teacher is busy verbalizing a child's actions, the child's own spontaneous verbalizations must not be overlooked. Every spontaneous verbalization made by the child should be reinforced. An effective reinforcer, teacher attention, can be used by having the teacher imitate each sound the child makes. When the child repeats his verbalizations by imitating the teacher, the

teacher can begin to lengthen the amount of time during which a sound is made. A next step might be for the teacher, in imitating the child, to raise or lower the pitch of the sound made by the child. This provides the child with a model for developing intonation, yet is based on sounds he has already produced. Another useful technique is to add a syllable to an extended sound in order to see if the child will imitate it. Thus, if the child has said, "eeeeee", the teacher might repeat, "eeeeee-ah".

The need for reinforcement of spontaneous speech has been delineated; however, the need for reinforcement of speech attached to specific objects must also be stressed. Developmentally, word approximation is at a higher level than spontaneous speech sounds. Within this stage, the teacher should not be concerned with correct articulation or pronunciation, but rather with teaching the concept that every object and action can be named. The stress, therefore, is not on remediating speech problems, but rather on developing and eliciting meaningful language. Working within a framework of successive approximations, each attempt toward making a correct word, even if only the initial consonant or vowel is used, should be rewarded. At this point, a mirror may be used to reinforce correct lip and tongue placements for sound production.

Along with this, specific exercises for musculature development can be initiated. Exercises such as sucking, licking, and blowing a variety of objects are excellent tools for developing muscles

necessary for sound production.

To reinforce the concept that language communicates meaning and intent, the child should be encouraged to explore many paths of communication. As the teacher speaks, it is helpful for him to use gestures which afford the child as many clues as possible for correct interpretation. Consistent gestures accompanying consistent verbalizations may often make it easier for the child to follow directions. Concomitantly, any form of communication used by the child should be accepted and verbally interpreted for him. Stress must be placed on the fact that language has meaning.

Materials used to teach specific names should always be concrete. Pictures are abstract and are often difficult for the child to associate with a concrete object. Often the low-functioning child will have difficulty in responding to or imitating the teacher's speech, but may respond well to inanimate objects. Devices such as a talking doll or bear often appeal to children. With this device a teacher may talk through the doll or bear. Through use of the objects, the teacher need not be visible; she can communicate with the child through the doll or bear. Other devices, such as "Tokbaks" fit over a child's ears, and by amplifying the sounds he makes, offer him immediate feedback. A "Teletrainer" (two telephones that may be used for the teacher and child to communicate) also encourages the use of speech.

In summary, language should be stressed throughout the child's

day in simple but meaningful speech. Imitation of a child's speech may be necessary before the child will be able to imitate the speech of the teacher. Building on a child's skills, however minimal these skills may be, and rewarding approximation toward specific verbal goals should make the task of developing speech one which can be shared and enjoyed between the teacher and the child.

CEC CONVENTION

SESSION: FEEDBACK FROM THE SPECIAL CLASSROOM

"THE OATMEAL SANDBOX"

SANDRA MILLER

Because of its belief in the importance of early intervention, the Commonwealth of Massachusetts offers a free nursery school program to all retarded children ages three to seven. The basic goal of the Community Clinical Nursery School is to help each child reach his potential emotionally, socially, and intellectually. To implement these goals, the CCNS program has developed some curriculum guides in science, language development, art, and music. However, the teacher is given complete responsibility for her class and has the freedom to adapt her classroom procedures to her style and the students' needs.

My own classroom has changed during the past four years from a structured to an open environment, but the goal has always been to help the students gain a better awareness of themselves, others, and their environment. I hope to broaden their experiences so they feel it is worth relating to others and to the world around them. The classroom is a warm accepting place where problems are dealt with realistically and understandingly. In this safe world, each child is encouraged to move to new levels of functioning, to experience new materials, places, and foods. Respect is given to everyone's feelings and needs. It is in this trusting environment that the children are free to explore anger, sadness, happiness, the need for privacy, for comforting, for adult attention. They develop skills for gross motor coordination, self-help, language, perception, tactile and auditory discrimination, and cognitive skills such as spatial relationships, colors, numbers, and shapes. Since changing my classroom to an open environment, I have opened my mind to realize that any activity the children get involved with (art, creative movement, cooking, etc.) has the possibility of further developing all of these skills. Let us now look at these three areas to see how this occurs.

Upon first entry into the nursery school program, many children do not know how to use the art equipment, and this becomes the first lesson (which sometimes takes months). The children learn about paints and brushes, crayons, playdough, clay, etc. Progressing from here, other skills develop. The children learn to follow directions and routines and become more independent as they get their smocks, wash their hands, and help clean up.

In addition, I find art an excellent media for language development. The excitement of the activity automatically exudes squeals of delight and speech as the children talk to each other and to themselves. For some activities I use words to explain what is happening. For example, when water painting we sing "water, paint, paper, water, paint, paper" as we move the brush form the water to the paint and finally to the paper. When printing we repeat "up, down, up, down" and when making circles we repeat "round and round and round" so that the children learn these concepts. With clay or playdough the words "push, squeeze," and "break" are used.

Tactile stimulation also occurs during art time with the use of shaving cream, crazy foam and finger paints. The sand and water table is filled with many different textures - oatmeal, rice, macaroni, beans, and any combination thereof. Auditory discrimination games can then be played as we make shakers with the contents of the table.

Perception skills are developed as the children watch their hands create and see colors appear before their eyes.

Art is an excellent media for imroving a child's self image. As an expression of self it is especially valuable for the non-verbal child. All the children meet with success because every piece of creativity is praised, hung up to be displayed and taken home to be admired. (Parents always comment in amazement that their child proudly shows his works of art and wants them hung up.) Sometimes we hold an art show in school. This consists of each child recognizing his own work and then showing it to the audience (his fellow classmates) who applaud each work of art.

Creative movement is another medium through which many skills can be learned. As the children feel their bodies move through space they naturally gain a better sense of who they are and what they can do. Sometimes the children attach scarves or bells to their arms or legs, or place foam strips on their shoulders, heads, backs, and chests. Much imitating occurs as the children follow each other, swaying their arms, jumping, stamping, shaking heads, or mirroring their hands on a glass window. A favorite game is "stop and go". We all move the same way until someone says "stop", and the action resumes when that person says "go". In this way the

children learn to control their body movements.

Taking a parachute, sheet, scarves or foam strips, the children make these objects do what they say. They move the object "up and down", "round and round", make it go "high and low", "over Janie", and "under Susie". In this way they can concretely understand spacial relationships and use the appropriate words.

I have found creative movement to be one of the best ways of getting the children to relate to each other. They are very aware of who is holding the mylar strip and who lets go as they march around the room. Often the child who cannot hold on to an elastic strip sits close enough for us to include him as we circle around him or call out his name. When we start using the children's names as the rhythm for the elastic band, I am always amazed to see the children drop what they are doing, at least momentarily, and rush over to the elastic so their names can be used too.

Another activity which always succeeds in getting all the children grouped around the table is cooking and snack. We often prepare the foods we eat at snack so that the children can learn how to use kitchen utensils, bowls, and measuring cups. They spread their own peanut butter with plastic knives and eat with forks and spoons. When cooking they learn the concepts of "hot and cold", "hard and soft", "wet and dry". Mixing is done by moving the fork "round and round". Perceptual skills are developed as the children learn to pour cake mixes and water into bowls and juice into their cups. The cracking of an egg, which we take so much for granted, is heralded with squeals of amazement only to be surpassed by screams of joy when the cake comes out of the oven ready to be iced!

The film we are about to see was taken of my class last year by a graduate student from Boston University's School of Communication. When the film was completed I was amazed to discover the fantastic possibilities unleashed by photography and I have begun to incorporate photography in my classroom. Seeing themselves in movies, slides or snapshots helps develop the children's self image. They see themselves not only from the front, but from the side, back, and even top. Sounds and words are generated when they see themselves and their friends engaged in activity. Concepts are further developed

when the children see themselves crawling over cabinets, on chairs, or under tables. Pictures of familiar objects and colors are shown and identification is encouraged.

Films, slides and snapshots are great mediums for showing parents what activities occur at school and give the teacher a chance to explain the goals of the activity. For the teacher, it provides excellent feedback. This film was the first time I was able to see myself in action. When viewing the slides I realize the intensity of involvement of the children's activity which is not easily apparent when working directly with them.

I would now like to share "The Oatmeal Sandbox" with you.

Just a word about the operations of this program. The Commonwealth of Massachusetts' Department of Mental Health is divided into seven major regions, each with a mental health administrator, a mental retardation administrator, an administrator for legal medicine, and a head teacher. Each region is further subdivided into mental health catchment areas whic provide consultation and supervision to the nursery school teachers. Region VI, which includes the Boston area, has 19 nursery school programs and serves 175 children on a daily basis. Any child whose primary diagnosis is mental retardation and is between three and seven years of age is eligible for the program. Each class meets five days a week for two and a half hours daily; afternoon classes meet two or three times a week. On other afternoons the teachers have team meeting in their catchment area, regional meetings, home teach, meet with parents, or run diagnostic nursery sessions. The CCNS program was established in 1957 by an act of legislature and is supported by the state department of mental health. They pay the teachers' and teacher aides' salaries, buy equipment, food for snack, and rent space in churches or neighborhood houses. The local towns provide transportation for the children and receive 50% reimbursement from the state.

ED 078631

INEXPENSIVE TEACHER-MADE INSTRUCTIONAL MATERIALS FOR TRAINING PARENTS OF PRESCHOOL HANDICAPPED CHILDREN

LESSON PLANS AND ILLUSTRATIONS

Lesson Plans
by
Martha Piza
Linda Hughes
Judith Holt
Jeanette Walker
Ethel Kutac

Illustrations
by
Anne Walker
Ethel Kutac

The Training Program in Early Education
for Handicapped Children

The Department of Special Education
The University of Texas at Austin

GUIDELINES FOR TEACHING YOUR CHILD

* Choose a place to work where there are not distractions.

* Choose a time that is consistent.

* Do the activity daily except for Saturday and Sunday.

* Keep the materials for the lesson off the child's play shelf.

* Bring them out when you are ready to begin the lesson.

* Keep the sessions short.

* Should you or your child feel bad one day, it is better to skip the lesson for that day.

* Never force your child to participate, but encourage him. Make it a game and fun time.

* Fill in the evaluation each time you work with your child.

* If the lesson you choose is too difficult, switch to an easier task. Make note of this.

* Each skill listed on the separate sheet for that toy can be written into an objective.

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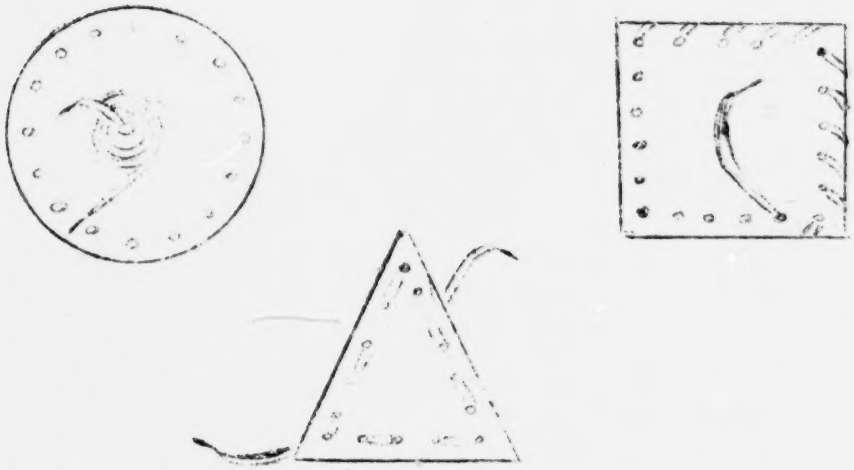
LACING CARDS



* Develops eye-hand coordination
* Develops in and out concept
* Develops muscle control
* Develops shape concept
* Develops sense of space
* Develops logical thinking

LESSON PLAN

Student's Name Your child Date _____

Teacher Mother Time to Make 30 min.
Time for Lesson 10-15 min.

Name of Toy: LACING CARDS Skill Developed: Manual Dexterity

Specific Objective for Toy: Your child will be able to lace in and out of the holes.

Materials Needed:
Heavy cardboard
Hole punch or eyelet (Dritz)
Yarn or shoe lace
Scotch tape

Procedure:
Cut the heavy cardboard into large 8" X 8" geometric shapes (circle, triangle, square).
Make holes around the edge evenly spaced.
Cut yarn approximately 24" long. Wrap scotch tape around one end carefully. Tie a knot in the other end.

Suggested Use:
Place the board and yarn in front of your child. Observe his actions.
If he needs help explain how to put the yarn through the hole and pull.
Do not correct what he does. Praise his efforts.
Work toward the neat and orderly lacing. This will take time.

Evaluation:

Date _____ Can Do _____ Cannot _____ Needs Help _____

Date _____ Can Do _____ Cannot _____ Needs Help _____

Date _____ Can Do _____ Cannot _____ Needs Help _____

Date _____ Can Do _____ Cannot _____ Needs Help _____

Prepared by Ethel Kutac

BUTTON CAN

* Develops manual dexterity
* Develops visual discrimination
* Develops color concept
* Develops size concept
* Develops auditory discrimination
* Develops "in" and "out" concept

LESSON PLAN

Student's Name _____ Date _____

Teacher Mother Time to Make: 10 min.
Lesson time : 5-10 min.

Name of toy: BUTTON CAN Skill developed: Manual Dexterity
Visual Discrimination

Specific objective: Your child will pick up a button and place it in the can

Materials needed: Coffee can with plastic top
Contact paper
Buttons, scissors, felt

Procedure: Cut a felt piece the size of the bottom of the can
Paste it in the bottom of the can
Cut a slit in the plastic top a little larger than the largest button

Suggested use: Place the can in front of your child with the buttons nearby
Pick up a button and place it in the can
Encourage your child to do the same
Observe his actions

Evaluation:

Date _____ Can do ____ Cannot ____ Needs Help _____

Comments _____

Date _____ Can do ____ Cannot ____ Needs Help _____

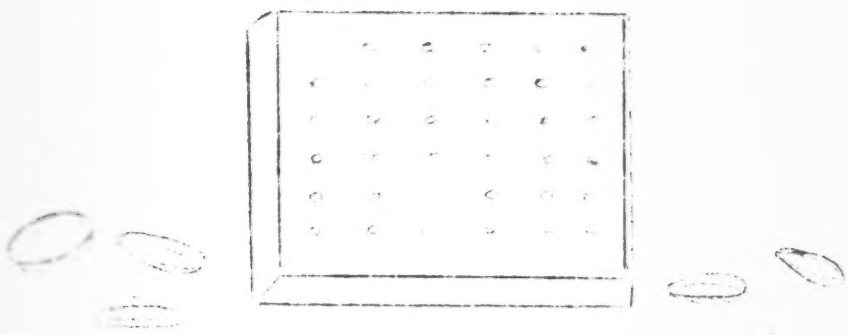
Comments _____

Date _____ Can do ____ Cannot____ Needs Help _____

Comments _____

Prepared by: Ethyl Kutac

GEOBOARD



* Develops fine muscle development
* Develops eye-hand coordination
* Develops vocabulary
* Develops shape concept
* Develops tactile discrimination
* Develops concentration
* Develops attention span

LESSON PLAN

Student's Name _____ Date _____

Teacher Mother Time to Make: 30 min.
Lesson time: 5-15 min.

Name of Toy: GEOBOARD Skill Developed: Eye-hand coordination
Fine muscle development

Specific objective. Your child will demonstrate that he can stretch the rubber bands around the nails

Materials needed: A square piece of wood at least one inch thick
A variety of rubber bands
A dozen two inch finishing nails

Procedure: Sand the rough edges off the board
With a ruler and felt pen, mark off the board with rows of dots at 1 1/2 inch intervals
Hammer a nail into each dot to a depth of 1/2 inch

Suggested use: Place the geoboard and rubber bands in front of your child
Let your child stretch rubber bands over the nails, forming designs
It may be necessary to demonstrate the process of stretching and attaching

Evaluation:

Date _____ Can do ____ Cannot ____ Needs Help _____

Comments _____

Date _____ Can do ____ Cannot ____ Needs Help _____

Comments _____

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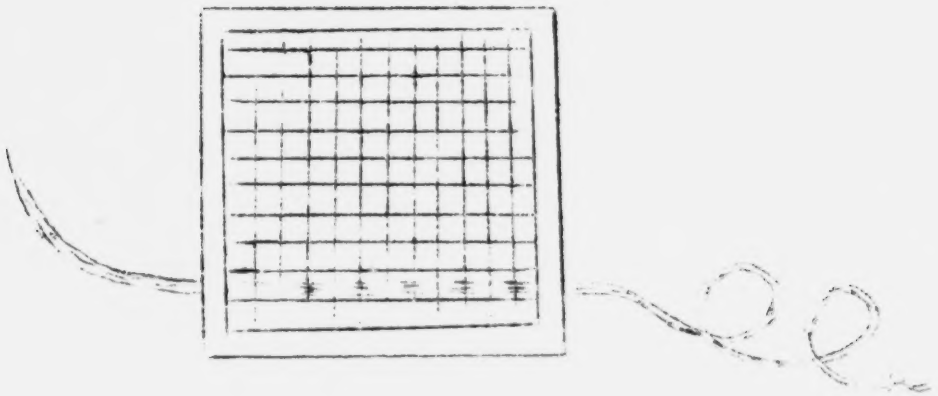
Comments _____

Date _____ Can do ____ Cannot ____ Needs Help _____

Comments _____

Prepared by: Martha Piza

SCREEN WEAVING



* Develops manual dexterity
* Develops eye-hand coordination
* Develops directionality
* Develops tactile awareness
* Develops visual discrimination
* Develops ability to organize
* Develops persistence
* Develops esthetic awareness

LESSON PLAN

Student's Name _____ Date _____

Teacher Mother Time to Make: 15 min.
Lesson time: 10-15 min.

Name of toy: SCREEN WEAVING Skill Developed: Fine motor

Specific objective: Your child will demonstrate that he can weave the yarn in and out of the screen

Materials Needed: Electricians tape
Wire screen with approximately 1/4-inch squares
Yarns of different colors
Scotch tape

Procedure: Cut wire screen into 10-inch squares
Cover the rough edges with tape (electricians)
Wrap the ends of the yarn pieces with Scotch tape to make a stiff section that can easily be pushed through the sections of screen

Suggested Use: Weave the yarn into the screen
It will be necessary to tie the yarn to one side of the screen so it will not pull through

Evaluation:

Date _____ Can do ____ Cannot ____ Needs Help _____

Comments _____

Date _____ Can do ____ Cannot ____ Needs Help _____

Comments _____

Date _____ Can do ____ Cannot ____ Needs Help _____

Comments _____

Prepared by: Linda Hughes

SPOOLS FOR STRINGING

* Develops fine-motor skills
* Develops sequence arrangements
* Develops left to right progression
* Develops visual memory and recall
* Develops eye-hand coordination
* Develops color vocabulary
* Develops classification - sorting by size, color
* Develops tactile awareness
* Develops visual perception
* Develops counting objects

LESSON PLAN

Student's Name _____ Date _____

Teacher Mother Time to make: 1 hour
Lesson time: 5-15 min.

Name of toy: SPOOLS FOR STRINGING Skill Developed: Manual Dexterity

Materials Needed: 12 spools - all the same size
Paint (yellow, red, blue, green)
Yarn - 12-15 inches long
Scotch tape

Procedure: Remove the paper from the spools
Paint the spools so that 3 are yellow, 3 red, 3 blue, and 3 green
Wrap Scotch tape securely around one end of the yarn for about one inch
Tie a knot in the other end of the yarn

Suggested Use: Place the spools with the yarn in a basket or box
Show these to your child; if he has never strung beads before it may be necessary to show him how to put the yarn through the hole and pull it out the other end
Stay near as he works to offer encouragement and help as needed; reinforce each bead he puts on whether he did it alone or with help
Add more spools with longer yarn as he improves in the task

Evaluation:

Date _____ Can Do _____ Cannot _____ Needs Help _____

Comments _____

Date _____ Can Do _____ Cannot _____ Needs Help _____

Comments _____

Date _____ Can Do _____ Cannot _____ Needs Help _____

Comments _____

Prepared by Ethel Kutac

SPOOLS OF GRADUATED SIZE

* Develops eye-hand coordination
* Develops visual discrimination
* Develops vocabulary (color, size)
* Develops size relationship
* Develops left to right progression
* Develops fine-motor skills
* Develops sequence arrangement

LESSON PLAN

Student's Name _____ Date _____

Teacher Mother Time to Make: 1 hour
Lesson time: 5-10 min.

Name of toy: SPOOLS OF GRADUATED SIZE Skill Developed: Visual Discrimination
Manual Dexterity

Specific Objective: Your child will be able to place the spools on the nails according to size
For the very young child the objective might be to place the spools on the nails regardless of the order

Materials Needed: 5-6 spools in graduated sizes
5-6 nails (with heads small enough to fit holes of spools)
Board (about 4" x 15")
Paint (red, yellow, blue, green)

Procedure: Paint the board and the spools
Nail the nails in the board so that 3/4" is showing about 1 1/2" apart

Suggested Use: Show the toy to your child with the spools arranged in sequential order
Have him remove the spools
Together place the spools back on the nails until he has mastered the task (this may take several days or weeks)

Evaluation:

Date _____ Can Do _____ Cannot _____ Needs Help _____

Comments _____

Date _____ Can Do _____ Cannot _____ Needs Help _____

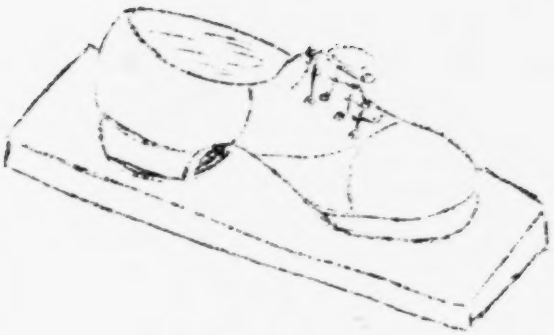
Comments _____

Date _____ Can Do _____ Cannot _____ Needs Help _____

Comments _____

Prepared by: Ethel Kutac

LACING SHOE



* Develops putting a lace in a hole
* Develops pulling a lace out of a hole
* Develops thinking skills
* Develops progress from side to side
* Develops concentration
* Develops vocabulary
* Develops eye-hand coordination

LESSON PLAN

Student's Name _____ Date _____

Teacher Mother Time to make 15 minutes
Time for lesson 10-15 min.

NAME OF TOY: LACING SHOE Skill Developed. Manual Dexterity

Specific Objective: Your child will be able to lace a shoe in and out of the holes.
Your child will be able to tie a shoe.

Materials Needed: One piece of board
One shoe with 2 laces (1 white and 1 black)
2 nails, hammer, paint

Procedure: Paint the board.
Nail the shoe to the board so that it is secure.
Tie the black and white shoe lace together.

Suggested Use: Place the board with the shoe attached in front of your child so that the toe is pointed away from him.
Start the lacing for your child.
Talk about "First the white one in and out, and then the black one in and out."
Demonstate the procedure if necessary.
When your child starts if he does 2 or 3 holes the first time praise him.
Continue the next time until he can finish the task.

**When he demonstrates readiness begin teaching him to tie.

Validation:

Date _____ Can Do _____ # _____ Cannot _____ Needs Help _____

Comments _____

Date _____ Can Do _____ # _____ Cannot _____ Needs Help _____

Comments _____

Date _____ Can Do _____ # _____ Cannot _____ Needs Help _____

Comments _____

Prepared by Ethel Kuvac

BALL POINT MARKER

* Develops manual dexterity
* Develops esthetic awareness
* Develops directionality
* Develops language skills
* Develops color names
* Develops social interaction

LESSON PLAN

Student's Name _____ Date _____

Teacher Mother Time to Make: 15 min.
Lesson time: 5-10 min.

Name of toy: BALL POINT MARKER Skill Developed: Manual Dexterity

Specific Objective: Your child will demonstrate that he can make marks on paper

Materials Needed: Empty roll-on deodorant bottle
Liquid starch
Food coloring
Paper

Procedure: Remove the ball from the bottle
Wash out the bottle and fill with liquid starch
Add a few drops of coloring to the starch
Replace the ball in the bottle opening
This now becomes a large ballpoint marker

Suggested Use: Give your child the marker and a large sheet of paper
Encourage your child to draw pictures on the paper
It may be necessary to demonstrate how to manipulate the marker

Evaluation:

Date _____ Can do ____ Cannot ____ Needs Help _____

Comments _____

Date _____ Can do ____ Cannot ____ Needs Help _____

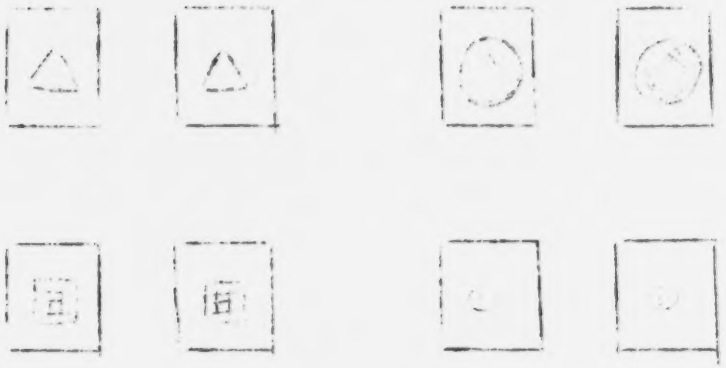
Comments _____

Date _____ Can do ____ Cannot ____ Needs Help _____

Comments _____

Prepared by: Martha Piza

CONCENTRATION



* Develops visual memory
* Develops textures
* Develops size relationships
* Develops shape discrimination
* Develops ability to follow directions
* Develops prereading skills

LESSON PLAN

Student's Name _____ Date

Teacher _____ Time to Make 15 minutes
Time for lesson 10-15 min.

Name of Toy: CONCENTRATION Skill Developed: Visual Memory

Specific objective for toy: Your child will demonstrate that he can remember the cards previously turned up.

Materials Needed: Cardboard, tagboard
Paste
Fabric scraps

Procedure: Cut pieces of fabric into different shapes and sizes, making 2 of each kind.
Paste on cardboard which is cut to playing-card size.
You will have 2 identical cards of each kind.

Suggested Use: Place 2-6 pairs of cards (depending on your child) face down on the table.
Take turns turning over two at a time, trying to remember cards which have been previously turned up in order to make a pair.
When a pair is matched, that player keeps the cards.
The player who matches the most cards wins.
These cards may also be used for "same-different" games.

Evaluation:

Date _____ Can Do _____ Cannot _____ Needs Help _____

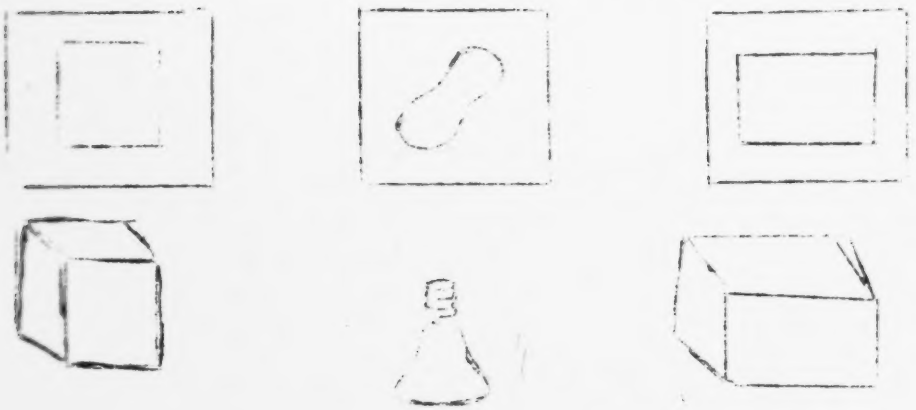
Date _____ Can Do _____ Cannot _____ Needs Help _____

Date _____ Can Do _____ Cannot _____ Needs Help _____

Date _____ Can Do _____ Cannot _____ Needs Help _____

Prepared by Jeanette Walker

MATCHING



* Develops visual discrimination
* Develops manual dexterity
* Develops eye-hand coordination
* Develops shape relationships
* Develops size discrimination
* Develops ability to follow directions
* Develops prereading skills

LESSON PLAN

Student's Name _____ Date _____

Teacher _____ Time to Make 10 minutes
Time for lesson 10 min.

Name of Toy: MATCHING Skill Developed. Visual Discrimination
Fine Motor Development

Specific Objective for Toy: Your child will be able to match the object with its corresponding drawing.

Materials Needed: Shirt cardboards
Pen or pencil
Different sizes of boxes or tin cans

Procedure: On each piece of cardboard, trace around the bottom of a can or box.

Suggested Use: Have your child match the object with its corresponding drawing, placing the object directly on the outline.

Evaluation:

Date _____ Can Do _____ Cannot _____ Needs Help _____

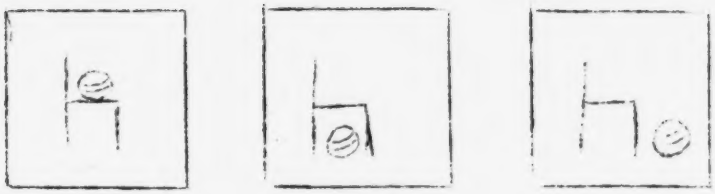
Date _____ Can Do _____ Cannot _____ Needs Help _____

Date _____ Can Do _____ Cannot _____ Needs Help _____

Date _____ Can Do _____ Cannot _____ Needs Help _____

Prepared by Jeanette Walker

PREPOSITION CARDS



* Develops receptive language
* Develops following directions
* Develops concept of on, under, over
* Develops visual discrimination
* Develops auditory discrimination
* Develops vocabulary

LESSON PLAN

Student's Name _____ Date _____

Teacher Mother Time to Make 15 min.
Time for Lesson 5-10 min.

Name of Toy: PREPOSITION CARDS Skill Developed: Auditory Discrimination
Memory

Specific Objective: Your child will be able to point to the preposition card that is called for.

Materials Needed: Heavy cardboard, Poster board, etc.
Felt pen or pictures
Clear contact paper

Procedure: Cut the cardboard in 6" X 6" squares.
Draw a table with a ball on, under, and over. Make 3 cards.
Cover with clear contact paper so that the cards will stay clean.

Suggested Use: This is mostly an evaluative set of cards to see if your child can recognize these prepositions.
Before presenting the cards work with concrete objects. Make it a "hunting" game and a "following directions" one. Example: "Can you find the book on the table?"

Evaluation:

Date _____ Can Do _____ Cannot _____ Needs Help _____

Comments _____

Date _____ Can Do _____ Cannot _____ Needs Help _____

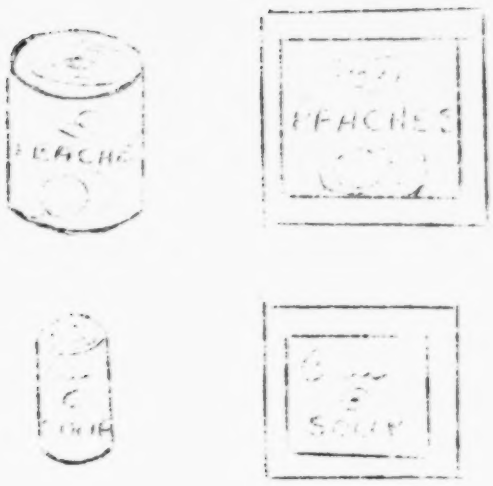
Comments _____

Date _____ Can Do _____ Cannot _____ Needs Help _____

Comments _____

Prepared by Ethel Kutac

FOOD CAN LABELS



* Develops visual discrimination
* Develops vocabulary
* Develops one to one
* Develops labeling
* Develops matching
* Develops prereading skills

LESSON PLAN

Student's Name _____ Date _____

Teacher Mother Time to Make: 15 min.
Lesson time: 5-10 min.

Name of toy: FOOD CAN LABELS Skills Developed: Matching
Labeling

Specific Objective: Your child will demonstrate that he can match the food label with the can

Materials Needed: Labels from used food cans
Poster board

Procedure: Carefully remove the labels from empty food cans
Paste the labels on pieces of cardboard or poster board

Suggested Use: Give the child a label and ask him to find a can of the same food (same label) for you
This can be done during meal planning or during shopping
When making up the shopping list, allow the child to select several of his labels and add these items to your shopping list

Evaluation:

Date _____ Can do ____ Cannot ____ Needs Help _____

Comments _____

Date _____ Can do ____ Cannot ____ Needs Help _____

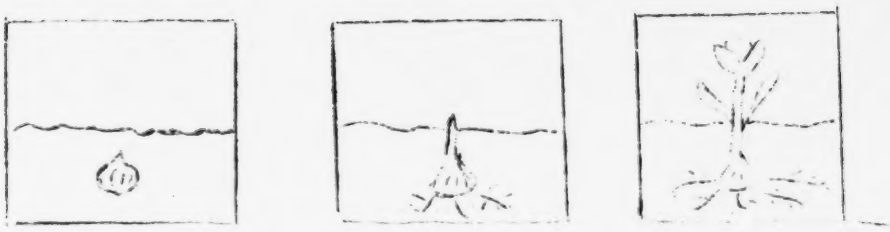
Comments _____

Date _____ Can do _____Cannot ____ Needs Help _____

Comments _____

Prepared by: Martha Piza

SEQUENCE CARDS



* Develops left-right directionality
* Develops verbal skills
* Develops story telling
* Develops visual skills
* Develops picture interpretation
* Develops inferential thinking
* Develops sequence order

LESSON PLAN

Student's Name Your child Date _____

Teacher Mother Time to Make: 15 minutes
Time for Lesson: 5-15 minutes

Name of Toy: SEQUENCE CARDS Skill Developed: Memory

Specific Objective for Toy: Your child will be able to demonstrate that he can place cards in sequence.

Materials Needed: Posterboard, cardboard, heavy tagboard, shirt board
(Any of these can be used)
Picture of simple sequence from children's books, funny papers, magazines, workbooks, etc.
(Or they may be drawn)
Paste, scissors, clear contact paper

Procedure: Cut the cardboard a size to fit your pictures.
Choose 3 pictures for young children. Add more as the child is able to cope with the task.
Paste the pictures on the cards. Cover with contact.

Suggested Use: Show your child the cards in the right order.
Tell him a story about the pictures.
Ask him to tell the story if he is able.
Mix the cards up and ask him to put them in the right order.
Allow him to demonstrate this several days before you can be sure he knows the sequence.

Evaluation:

Date _____ Can Do _____ Cannot _____ Needs Help _____

Comments _____

Date _____ Can Do _____ Cannot _____ Needs Help _____

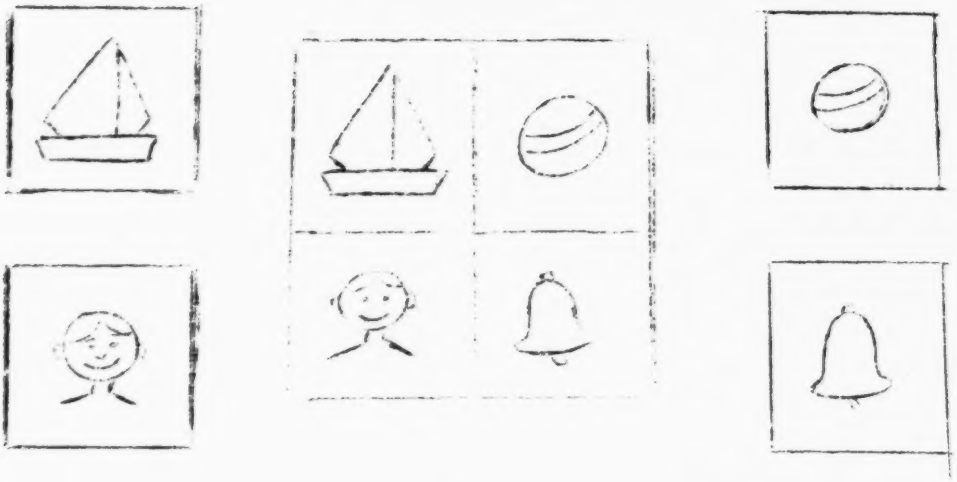
Comments _____

Date _____ Can Do _____ Cannot _____ Needs Help _____

Comments _____

Prepared by Ethel Kotac

LOTTO



* Develops fine-motor coordination
* Promotes form discrimination
* Promotes shape discrimination
* Promotes creative expression
* Builds vocabulary
* Develops concept of grouping
* Helps identify objects

LESSON PLAN

Student's Name _____ Date _____

Teacher Mother Time to Make 20 min.

Time for Lesson 5-15 min.

Name of Toy: LOTTO GAME Skill Developed: Visual Discrimination

Specific Objective: Your child will demonstrate that he can match like pictures.

Materials Needed:
Cardboard, shirt board or any heavy tag board
2 sets of pictures that are alike or draw them yourself
Paste, scissors, ruler
Clear contact

Procedure:
Cut out large cards and measure off 4 spaces on the card.
Add more spaces as your child becomes skillful at the game.
Cut out small cards to fit in the 4 spaces.
Cut out 2 sets of 4 pictures. (Use magazines, catalogues, advertisements, commercial stickers, etc.)
Paste on the cards. Cut cards.
Cover with contact paper.

Suggested Use.
Name each object in the pictures.
Tell him you will play a game together.
Give him the big card.
Hold up one card at a time and see if he can find it on the large card.
Fill the card.
Trade with him, allowing him to take the 4 small cards
Continue until the card is filled.

Evaluation:

Date _____ Can Do _____ Cannot _____ Needs Help _____

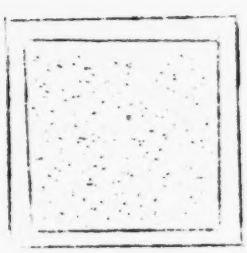
Comments _____

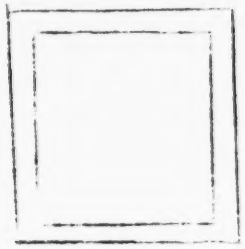
Date _____ Can Do _____ Cannot _____ Needs Help _____

Comments _____

Prepared by Ethel Kutac

ROUGH AND SMOOTH CARDS





* Develop discrimination
* Develop ability to identify and match objects by touch and feel
* Develops perceptual learning
* Develops visual discrimination
* Develops vocabulary "rough" and "smooth"

LESSON PLAN

Student's Name _____ Date _____

Teacher Mother Time to Make: 10 min.
Lesson time: 5 min.

Name of toy: ROUGH AND SMOOTH CARDS Skill Developed: Tactile Discrimination

Materials Needed: Heavy tag board
Sandpaper, clear contact paper
Paste, scissors, ruler

Procedure Cut two cards 5" x 6"
Cut sandpaper and contact 1/8" smaller
Paste sandpaper and mount contact paper on cards

Suggested Use: Give the cards to your child
Have him use his finger tips to gently fell the cards
Tell him the sandpaper card feels "rough" and the contact card feels "smooth"
Work up to your child demonstrating that he knows which card is rough and which one is smooth

Evaluation:

Date _____ Can Do _____ Cannot _____ Needs Help _____

Comments _____

Date _____ Can Do _____ Cannot _____ Needs Help _____

Comments _____

Date _____ Can Do _____ Cannot _____ Needs Help _____

Comments _____

Prepared by Ethel Kutac

SANDPAPER ALPHABET

* Reinforce left-right sequence
* Develop tactile discrimination
* Develop kinesthetic discrimination
* Develop auditory discrimination
* Develop visual discrimination
* Develop fine-motor skills
* Develop the ability to recognize letters and letter forms
* Develops readiness for writing

LESSON PLAN

Student's Name _____ Date _____

Teacher Mother Time to Make : 2 hours
Lesson Time: 5-10 min.

Name of toy: SANDPAPER ALPHABET Skill Developed: Tactile Discrimination

Specific Objective: Your child will be able to recognize the alphabet using kinesthetic discrimination

Materials Needed: Poster board (2), tag board or cardboard
Ruler, scissors, paste, pencil
Sandpaper (fine)
Letters to trace if available

Procedure: Cut 26 cards 6" x 6"
Trace letters on sandpaper and cut them out
Paste letters on the cards, one per card

Suggested Use: Start out with 3-4 cards
Allow time for your child to examine the card and feel the texture
Tell him the name of the letter or the sound it makes

** Use these cards when your child begins recognizing and asking about the alphabet
Keep a record of the ones he learns and add new ones accordingly

Evaluation:

Date _____ Can Do _____ Cannot _____ Needs Help _____

Comments _____

He Knows _____

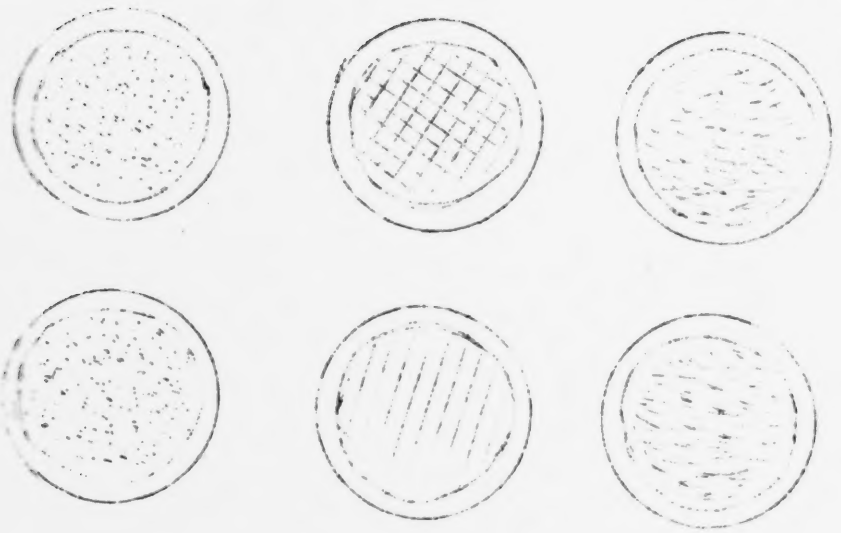
Date _____ Can Do _____ Cannot _____ Needs Help _____

Comments _____

He Knows _____

Prepared by Ethel Kutac

TEXTURES DISCS



* Develops tactile discrimination
* Develops vocabulary
* Emphasizes learning by touch
* Develops sensory awareness
* Develops left to right
* Develops matching ability

LESSON PLAN

Student's Name _____ Date _____

Teacher Mother Time to Make: 45 min.
Lesson time: 10-15 min.

Name of toy: TEXTURE DISCS Skill developed: Tactile Discrimination

Specific Objectives: Your child will pick out a texture disc from the box and match it with another one that is identical

Materials Needed: Large box
Tag board
Different textures--sandpaper, plastic, cotton, velvet, etc.
White glue

Procedure: Cut circles out of tagboard, about three inches in diameter
Cut circles out of the textured materials, about 2 1/2 inches in diameter
Glue textures on the tagboard, making two discs of each texture
Place one set of textures in the box
Cut a four inch hold in the box

Suggested Use: Allow your child plenty of time to manipulate one set of textures
Tell him the names (rough, smooth, slick, etc.) if he does not know these
Give him the box with the other set of textures
Tell him to feel one of his textures and then to find the same texture in the box
He is to put his hand into the box and find it by feeling only
This may take a long time
It may be necessary to start out with three or four different distinctive textures, gradually adding more later on

Evaluation:

Date _____ Can do ____ Cannot ____ Needs Help _____

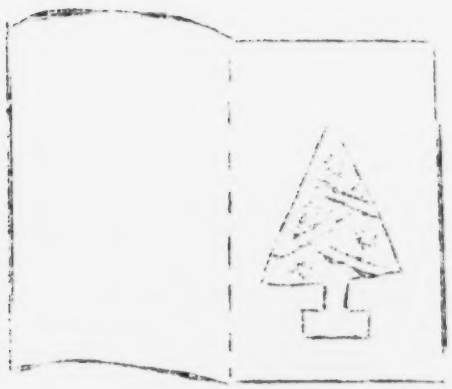
Comments _____

Date _____ Can do____ Cannot____ Needs Help _____

Comments _____

Prepared by: Linda Hughes

TOUCH AND SEE BOOK



* Develops sensory discrimination
* Develops vocabulary
* Develops left to right
* Develops esthetic awareness
* Develops tactile discrimination
* Develops prereading skills

LESSON PLAN

Student's Name _____ Date _____

Teacher _____, Mother _____ Time to Make: 1 hour
Lesson time: 5-15 min.

Name of toy: TOUCH AND SEE BOOK Skill Developed: Sensory Discrimination

Specific Objective: Your child will feel the various textures with his fingers while he is looking at them

Materials Needed: Four sheets of poster board
Two loose leaf rings
A variety of textures such as sandpaper, velvet, denim, corduroy, fur, cotton balls, etc.

Procedure: Divide each sheet of poster board into four equal parts
On each part secure a sample of a texture
Punch holes on the left side of each "page" and connect the pages with the rings to form a book

Suggested Use: Let the child touch the samples of textures
Make comments such as "This is smooth" or "This is rough,"
"Show me ___," "Find the ___," "Tell me how this feels"

Evaluation:

Date _____ Can do_____ Cannot ____ Needs Help _____

Comments _____

Date _____ Can do ____ Cannot ____ Needs Help _____

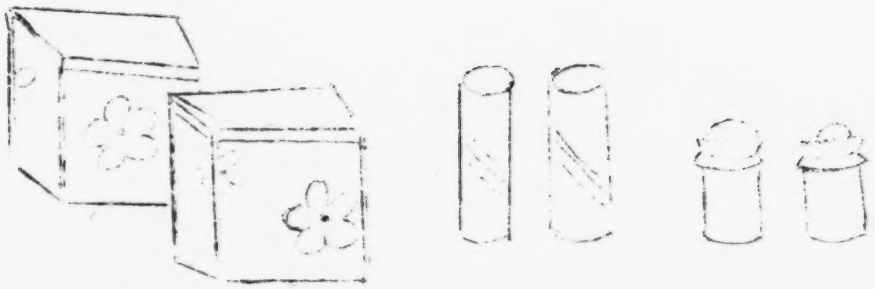
Comments _____

Date _____ Can do ____ Cannot ____ Needs Help _____

Comments _____

Reviewed by: Martha Piza

SOUND CYLINDERS



* Develops the ability to receive
* Develops the ability to differentiate
* Develops the ability to organize
* Develops the ability to interpret
* Develops the ability to understand what is heard

LESSON PLAN

Student's Name Your child Date _____

Teacher Mother Time to make 20-25 min.
Time for Lesson 5-15 min.

Name of Toy: SOUND CYLINDERS Skill Developed: Auditory Discrimination

Specific Objective for Toy: Your child will be able to recognize the same and different sounds.

Materials Needed: 6 small tins or cylinders that cannot be seen through (film cans, bouillon containers, toilet paper rolls, bandaid boxes, etc.)
Rice, sand, beans

Procedure: Place the same amount of rice, sand and beans in 6 different containers so that there are 2 of each.
Secure the top carefully.

Suggested Use: Allow you child time to shake the containers on his own. Observe his actions and listen to his comments so as to get clues as to how to proceed in questioning.
Take the cylinders and tell him you will play a game together.
Give him 2 cylinders (sand and beans) to shake. Ask him if they make the same sound. If he says "No" then say "Good, they make a different sound." If he does not answer correctly have him shake the cylinders again and tell him the answer.
Continue the game on other days, gradually adding more cylinders with finer discrimination.

Evaluation:

Date _____ Can Do _____ Cannot _____ Needs Help _____

Comments _____

Date _____ Can Do _____ Cannot _____ Needs Help _____

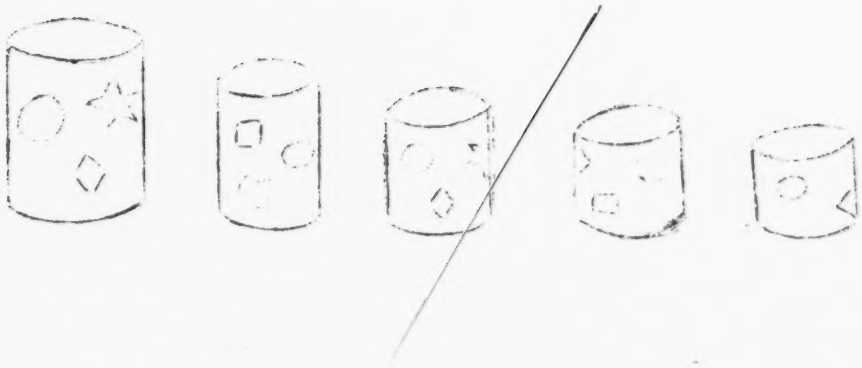
Comments _____

Date _____ Can Do _____ Cannot _____ Needs Help _____

Comments _____

Prepared by Ethel Kutac

GRADUATED CANS



* Develops size relationship
* Develops color names
* Develops discrimination
* Develops balance
* Develops prepositions
* Develops grading, sorting, nesting
* Develops vocabulary - little, big, bigger, smaller

LESSON PLAN

Student's Name _____ Date _____

Teacher Mother Time to make 40 minutes
Time for lesson 5-10 min.

Name of Toy: GRADUATED CANS Skill Developed: Visual Discrimination

Specific Objective for Toy: Your child will be able to stack the cans according to size.
Your child will be able to nest the cans according to size.

Materials Needed: 4 Cans (Frozen juice can, soup can, #2 can, #2 can or any cans that stack or nest)
Can opener
Paint (Yellow, red, blue, green) or contact paper.

Procedure: Carefully remove lids so there are no rough edges.
Remove paper.
Paint the cans or cover with contact. (If no paint is available use as is.)

Suggested Use: Give the cans to your child and observe what he does with them.
Suggest to him turning the cans over and building a tower if he does not think of this. Do the same for nesting.
For very young children start out with 2 cans. Add more as he masters the task.
Talk about the 'big,' 'little,' and 'bigger' can.

Evaluation:

Date _____ Can Do _____ Cannot _____ Needs Help _____

Comments _____

Date _____ Can Do _____ Cannot _____ Needs Help _____

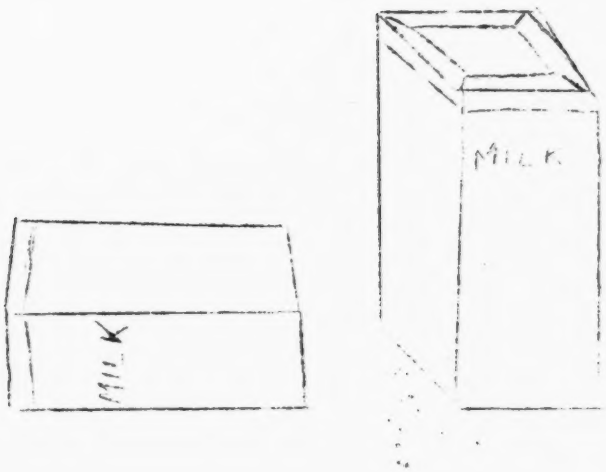
Comments _____

Date _____ Can Do _____ Cannot _____ Needs Help _____

Comments _____

Prepared by Ethel Kutac

MILK CARTON BLOCKS



* Develops manual dexterity
* Develops size relationship
* Develops balance
* Develops vocabulary
* Develops one to one
* Develops matching ability
* Develops creativity
* Develops social play

LESSON PLAN

Student's Name _____ Date _____

Teacher Mother Time to Make 5 minutes
Time for Lesson 10-15 minutes

Name of Toy: MILK CARTON BLOCKS Skill Developed: Manual Dexterity

Specific Objective: Your child will demonstrate that he can manipulate the blocks in an orderly fashion.

Materials Needed: Pairs of empty milk cartons - 1/2 pint, pint, quart, 1/2 gallon, gallon
Contact paper, Masking tape, Material

Procedure: Cut off the spout end of two cartons that are the same size just below the area which folds to form the spout.
With both ends facing, slowly push one carton into the other as far as possible.
Wrap masking tape around the ends of the block or cover the entire block with cloth or contact paper.
Beans or rice may be placed in the inside carton before inserting it in the outside carton.

Suggested Use: Place a variety of different sized blocks in front of your child. Observe what he does.
It might be necessary to suggest activities that he can do: build a tower, arrange on the floor according to size, pick out the little block or the big block, build a house or barn.
Stay with him until he is busy with the blocks and then move back to observe.

Evaluation:

Date _____ Can Do _____ Cannot _____ Needs Help _____

Date _____ Can Do _____ Cannot _____ Needs Help _____

Comments _____

Date _____ Can Do _____ Cannot _____ Needs Help _____

Comments _____

Date _____ Can Do _____ Cannot _____ Needs Help _____

Comments _____

Prepared by: Martha Piza

DETERGENT BOTTLE BOWLING PINS

* Develops gross motor
* Develops social interaction
* Encourages cooperative play
* Develops eye-hand coordination
* Develops visual discrimination

LESSON PLAN

Student's Name _____ Date

Teacher Mother Time to Make: 15 min.
Lesson time: 10-15 min.

Name of toy: DETERGENT BOTTLE BOWLING PINS Skill Developed: Gross motor

Specific Objective: Your child will roll the ball and knock down the pins

Materials Needed: Four or five empty plastic dish detergent bottles
A ball (softball size)
Sand or small rocks

Procedure: Place a small amount of sand or rocks in each bottle
Secure the cap

Suggested Use; Place the bottles in a group on the floor
Let the child roll the ball and hit the bottles
Count the number of bottles that were knocked down
Ask "How many more need to be knocked down?"

Evaluation:

Date _____ Can do _____ Cannot_____ Needs Help_____

Comments _____

Date _____ Can do _____ Cannot_____ Needs Help _____

Comments _____

Date _____ Can do _____ Cannot ____ Needs Help _____

Comments _____

Prepared by: Martha Piza

PULL CAN

* Develops gross motor
* Develops auditory discrimination
* Develops fine motor
* Develops vocabulary

LESSON PLAN

Student's Name _____ Date _____

Teacher Mother Time to Make: 30 min.
Lesson time: 5-15 min.

Name of toy: PULL CAN Skill Developed: Gross motor

Specific Objective: Your child will be able to pull the toy

Materials Needed: One empty coffee can and two plastic coffee can covers
One yard of strong string
Marbles or pieces of metal
White glue

Procedure: Cut out both ends of the can with a can opener
Punch a hole in the exact center of each plastic cover, large enough to pass a strong string through
Place one cover on an end, securing it with glue
Pass the string through the hole in the cover
Place several objects such as marbles, rocks, bolts, etc. in the can
Pass the string through the hole in the second cover (inside to outside) and then secure the second cover on the remaining can end with glue
Pull the string ends together and tie

Suggested Use: The string becomes a pull for the toy
As it rolls, the objects inside the can make a noise

Evaluation:

Date _____ Can do ____ Cannot ____ Needs Help_____

Comments _____

Date _____ Can do ____ Cannot ____ Needs Help _____

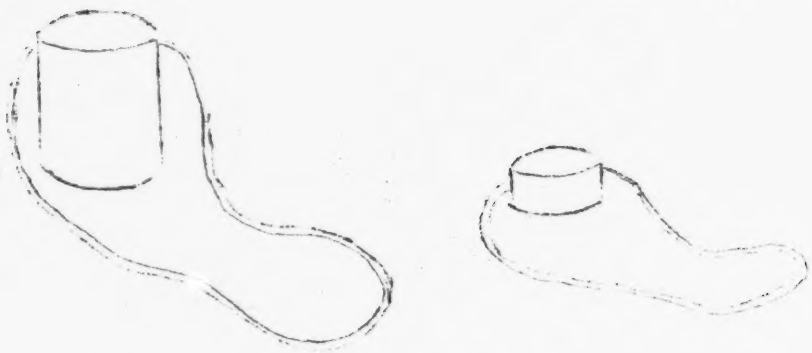
Comments _____

Date _____ Can do ____ Cannot ____ Needs Help _____

Comments _____

Prepared by: Martha Piza

CAN-STILTS



* Develops gross motor
* Develops concentration
* Develops skills in manipulation
* Develops coordination

LESSON PLAN

Student's Name _____ Date _____

Teacher _____ Time to Make 10 minutes
Time for lesson 10 minutes

Name of Toy: CAN-STILTS Skill Developed: Gross-Motor

Specific objective for toy: To improve gross motor activity in preschool children.
Balance.

Materials Needed: 2 cans (empty) of the same size
plastic clothes line or string

Procedure: Punch 2 holes in each can with screw driver or nail. Holes need to be about 1/4 inch in diameter. Holes are on opposite sides of the can near the bottom. Turn cans upside down, a attach clothesline and adjust to height of child.

Suggested Use: Have child walk on cans, using attached line for control. (Best use on rugs or outdoors)
Use shorter cans for younger children.
Use taller cans as your child becomes more skillful.

Evaluation:

Date _____ Can Do _____ Cannot _____ Needs Help _____

Date _____ Can Do _____ Cannot _____ Needs Help _____

Date _____ Can Do _____ Cannot _____ Needs Help _____

Date _____ Can Do _____ Cannot _____ Needs Help _____

Date _____ Can Do _____ Cannot _____ Needs Help _____

Prepared by Judith Holt

Some of the ideas for the toys were adapted from commercial toys. A list of the catalogues used as references follows:

Childcraft Education Corporation, 964 Third Avenue, New York, N.Y. 10022

Developmental Learning Materials, 7440 North Natchez Avenue, Niles, Illinois 60648

Ideal School Supply Company, 11000 South Lavergne Avenue, Oak Lawn, Illinois, 60453

J.A. Preston Corporation, 71 Fifth Avenue, New York, N.Y. 10003

Practical Drawing Company, P.O. Box 5388, Dallas, Texas 75222

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What To Do When There's Nothing To Do by Elizabeth M. Gregg and Boston Children's Medical Center. Dell Publishing Co., Inc., 750 Third Avenue, New York, N.Y. 10017, 1967. 25¢.

Water, Sand and Mud as Play Materials. National Association for the Education of Young Children, 1834 Connecticut Ave., Washington, D.C. 20009, 1959. 50¢.

Creating with Materials for Work and Play. Association for Childhood Education International, 3615 Wisconsin Ave., N.W., 1968-70. $1.25.

Bits and Pieces. Association for Childhood Education International, 3615 Wisconsin Ave., N.W., Washington, D.C. 20016, 1967. $1.25.

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School Before Six: A Diagnostic Approach by Laurel Hodgden, Judith Koetter, Beverly LaForse, Sue McCord and Daisy Schramm. Cornell University, Ithaca, N.Y. 14850, 1969. $4.00.

A Guide to Securing and Installing the Parent/Child Toy-Lending Library. Far West Laboratory for Educational Research & Development, Berkeley, California, 1972. For sale by the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. Stock Number 1780-0993. 60¢.

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THE SOCIAL STATUS OF BILINGUAL EXCEPTIONAL CHILDREN IN A UNILINGUAL SCHOOL SETTING

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The Social Status of Bilingual Exceptional Children in a Unilingual School Setting

The purpose of the present study was to compare the social status of bilingual exceptional children with the other members of their classroom group. The bilingual exceptional children were defined as Ss attending remedial classrooms whose language spoken at home was different from the language spoken in the school. All Ss defined as bilingual were actually speaking French in their home. The language spoken at school was English.

The social status was established through sociometric data, i.e. measures of interpersonal relations, attractions and indifferences that characterized the individual interactions within a classroom group. The sociometric measures reflected the informal organization of the group and were designed to provide a sensitive and objective picture of the interpersonal relations existing within the group.

More specifically, the present investigation has attempted to determine if bilingual handicapped children as defined above were as well integrated and accepted within their classroom group as the other members of their group. Did any cluster or cleavage exist between the bilingual Ss and the rest of the group.

Review of the Literature

No previous research has studied specifically the social status of bilingual children within a school setting whose teaching language was different from the children first language. However, the influence of racial and minority group prejudices on interpersonal relationships has been researched through sociometric measures. The social status of handicapped children within the special and regular classrooms has also been investigated through sociometric data. Studies dealing with these two areas will be reviewed briefly since they have some relevance with the present study.

Racial factors, i.e. an individual racial membership and the amount of prejudice individuals felt toward another race were found to clearly influence the social status among individual of different race, as was generally shown in studies dealing with different racial or minority groups (Moreno, 1934; Criswell, 1937, 1939; Abel and Sahinkaya, 1962; Loomis, 1943; Mann, 1958; Berkun and Meeland, 1958; Wong, 1961). The influence of racial factors on interpersonal relations seemed to be minimized in younger children (up to grade 4 or 5), but intensified as the children grew older (Moreno, 1934; Criswell, 1937, 1939; Abel and Sahinkaya, 1962). Other age groups have been studied and it was shown that attractions among Ss were influenced by racial factors in high school students (Loomis, 1943), College and graduate students (Wong, 1961; Mann, 1958), and adults (Berkun and Meeland, 1958).

A number of sociometric studies has investigated the social status of handicapped children in the regular and special classes (Baldwin, 1958; Miller, 1956; Johnson, 1950; Johnson and Kirk, 1950; Jordan and de Charms, 1959; Johnson, 1961). Lower social status positions and a higher rate of rejections were generally found among the retarded children in the regular class as opposed to the special class. For the present study the focus was to analyse interpersonal relationships within the handicapped group itself. The independent variable investigated was the language spoken at home and in school and its influence on the interpersonal relation structure of a remedial class.

Methods and Procedures

The sample of the study was chosen from school district 20 of the province of New Brunswick. Three of the 24 special classes of the school district were selected to conduct the study. The sample consisted of 62 Ss ranging in age from 8 to 15 years with a mean of 11.64 and class means of 9.59, 12.26 and 13.07. Of the total sample, 20 Ss were classified as bilingual Ss according to our definition previously stated, i.e. Ss whose language spoken at home (French) was different from language

spoken in the school (English). The bilingual group included eight (8) Ss who were speaking both French and English in their home. The remaining 42 Ss have reported to speak English in their home, however, 11 Ss could understand and speak French.

The sociometric measure consisted of three situations or questions in which the S was asked to name three of his classmates with whom he will like to share candies, sit beside in class, or give a gift to. The specific questions asked were:

1- Suppose you have a bag of candies and you want to give some to your friends in the class.

-Which one of your friends will you give candies to?
-Which other one?
-Name another one.

2- Suppose you could choose the ones who will be sitting beside you in the classroom.

-Which one would you want to sit beside you?
-Which other one?
-Name another one.

3- Let's say you have some gifts to give away.

-To whom would you like to give a gift?
-Which other one?
-Name another one.

After each question the S was also asked to name classmates whom he thinks will choose him in that situation. This question was open with no specification as to the number of classmates he should name. The questionnaire was administered individually and took about 12 minutes per S . The S gave his answers orally and the examiner registered his responses on an answer sheet. The Ss didn't have to read any instruction or questions; the examiner gave all the instruction and asked the questions.

The sociometric questionnaire only dealt with positive choices (attractions between Ss) and did not investigate the repulsion or rejection among the members of the group.

Results

Sociometric data have been analysed by different methods (Northway, 1940; Jennings, 1950; Pr ctor and Loomis, 1951; Criswell 1939). For the purpose of this study the data will be analysed in four different ways: the sociogram, underchosen and overchosen subjects, group self-preference, and the ratio of attraction between bilingual Ss and the other Ss.

One of the most effective graphical methods of illustrating sociometric data was the target sociogram (Northway, 1940; Northway and Quarrington, 1946). It consisted of a series of concentric circles that identified the relations among the group members. The Ss in the inner circle received the largest number of choices, while Ss in the outer circle received the least number of choices.

Figures 1,2, and 3 gave the graphical presentation of each of the three classes in one situation (question). Only one situation for each class was presented since all three situations were similar for each class. The sociograms illustrated that bilingual Ss were found mainly in the outer circle (16 Ss) and a few in the middle section (4 Ss). Twenty nine of the other Ss were in the outer circle, eleven in the mid section, and two in the inner c re.

A simple quantitative method of analysing sociometric data was devised by Jennings (1950). His method was based on the number of choices received by a S. The Ss were stratified on the base of the mean number of choices received and the standard deviation. All Ss who scored at one standard deviation above the mean were classified as overchosen, while Ss at one standard deviation below the mean were classified as underchosen.

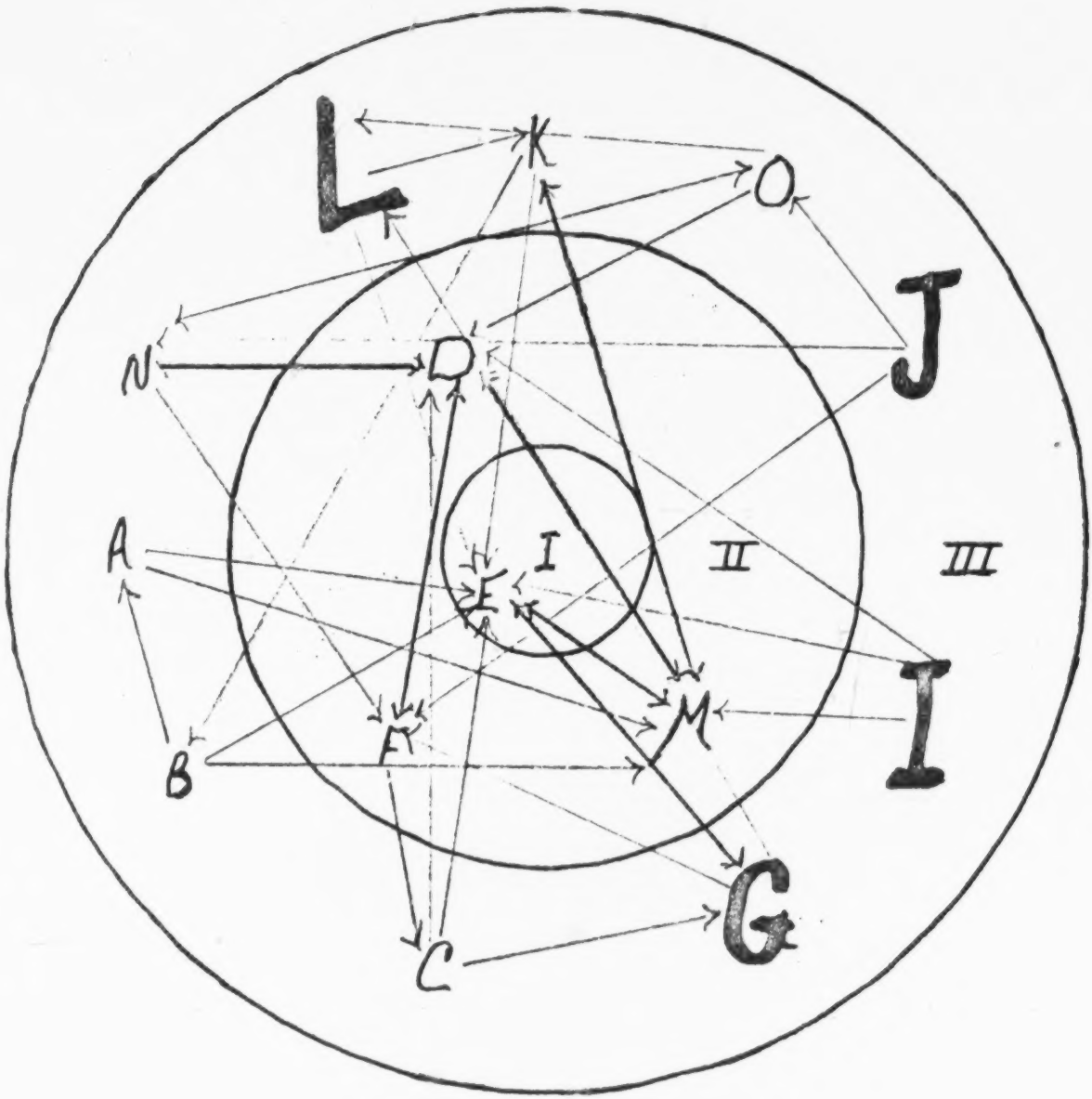

Figure 1. Sociogram of class A.

I- Inner core: 7 choices or more

II- Mid section: 4,5, and 6 choices

III-Outer Circle: 0,1,2, and 3 choices

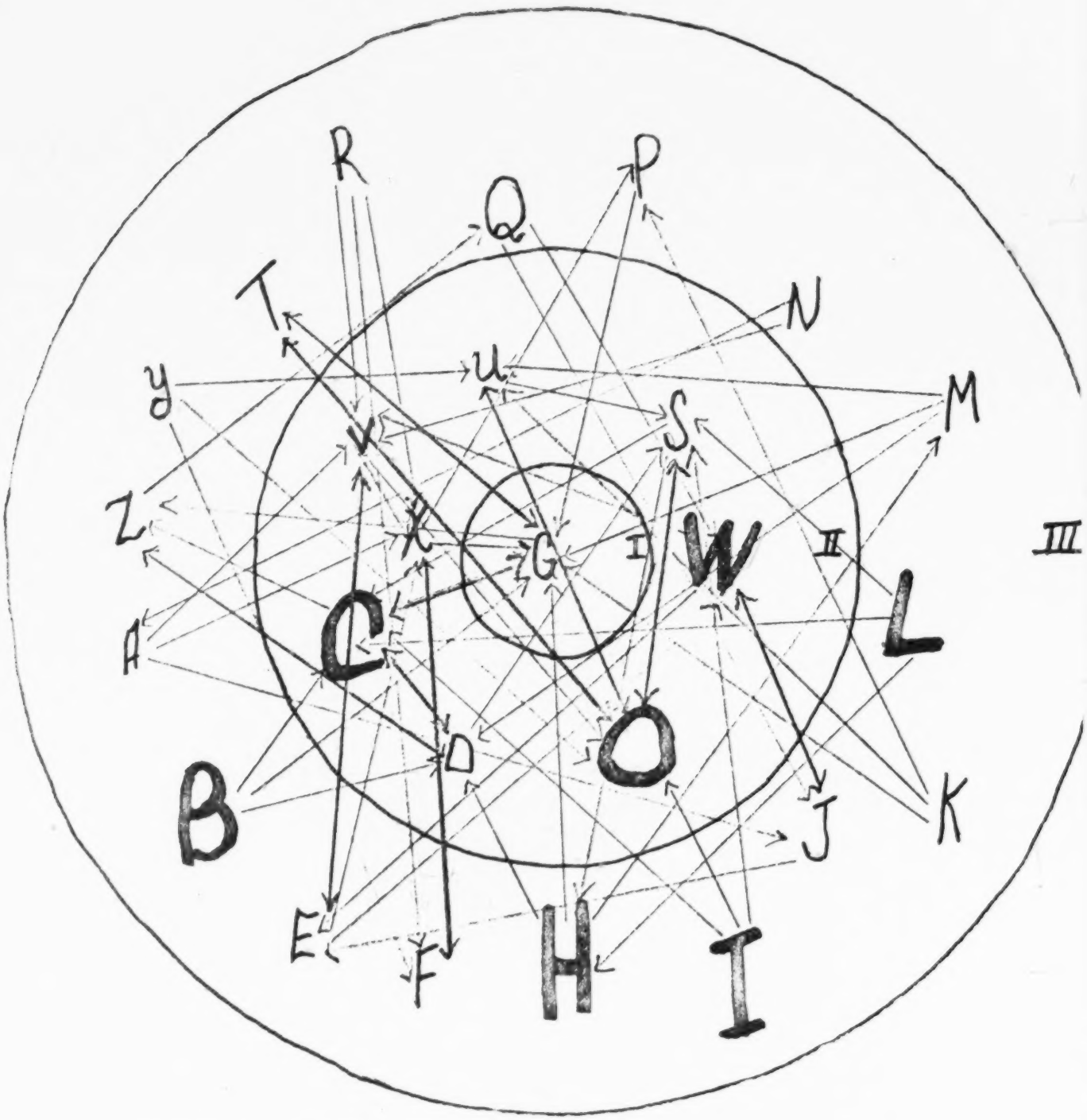

Figure 2. Sociogram of class B.

I- Inner core: 7 choices or more

II- Mid section: 4,5,and 6 choices

III- Outer Circle: 0,1,2, and 3 choices

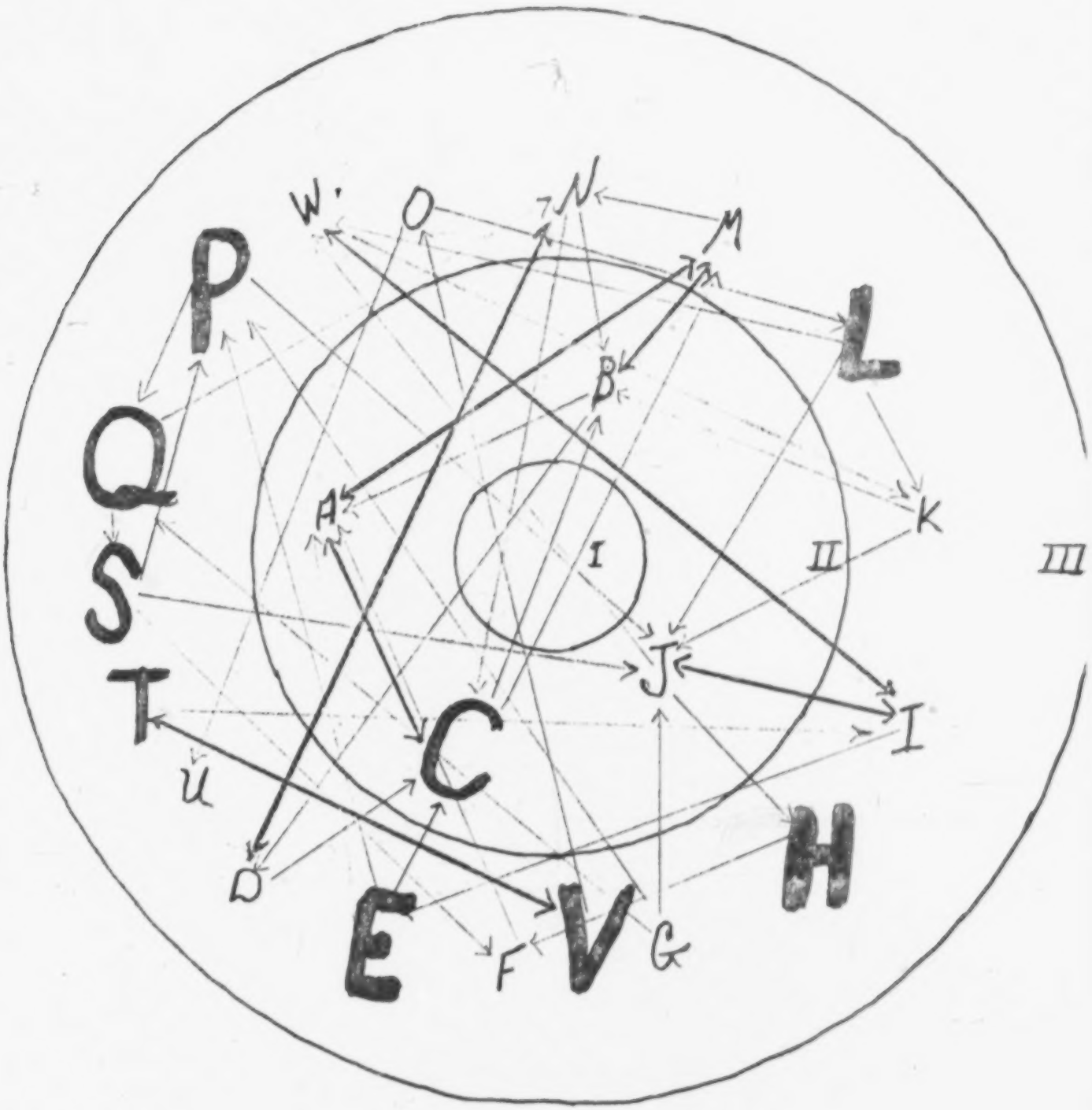

Figure 3. Sociogram of class C.

I- Inner Core: 7 choices or more

II- Mid section: 4,5, and 6 choices

III-Outer Circle: 0,1,2, and 3 choices

Table 1 gave the results according to Jennings criterion for the bilingual Ss and the other Ss. The findings seemed to favor slightly the other Ss over the bilingual Ss.

Table 1. Underchosen and overchosen Ss following Jenning Criterion.

Type of Scores	Class	N	Mean	Sd	Bilingual Ss	Other Ss	Bilingual Ss	Other Ss
Raw [1] Scores	A	14	8.35	6.49	1/4	1/10	0/4	3/10
	B	26	8.50	7.04	2/7	2/19	2/7	4/19
	C	22	7.22	5.23	2/9	1/13	0/9	3/13
Weighted [2] Scores	A	14	17.00	14.01	1/4	1/10	0/4	2/10
	B	26	17.38	15.49	2/7	2/19	2/7	4/19
	C	22	15.00	11.50	2/9	1/13	0/9	2/13
Popularity [3] Scores	A	14	11.14	5.07	2/4	0/10	0/10	2/10
	B	26	9.92	7.19	3/7	3/19	2/7	4/19
	C	22	8.14	4.42	4/9	1/13	0/9	2/13

1. The number of choices each S received.
2. Weighted raw scores: first choice, 3 points; second choice 2 pts; and third choice, 1pt.
3. The indication (# of choice) by one Ss that another S will choose him in one of the situation. Popularity score is the number of time one S was chosen by other Ss in the way stated.

An important aspect of the data to be analysed was the group self-preference in indicating his choices. Criswell(1939) has studied group self-preference through the ratio of the number of choices given within a group and to the other group with the number of choices in both situations that will be expected by chance. Another way to analyse group self preference could be to run a X^2 on the proportion of choices given within a group.

This was performed on the bilingual group and the results were presented in Table 2. On all the X^2 test that were run none have reached significance. It indicated that no cluster seemed to exist between the bilingual Ss and the other Ss.

Table 2. X^2 on the proportion of choices given within the bilingual group by bilingual Ss

Type of Scores	Class	Choices given by bilingual Ss to		Choices given by other Ss to		X^2	P Value
		Bilingual Ss	Other Ss	Bilingual Ss	Other Ss		
	A	6	30	11	70	.19	.50
	B	12	50	39	120	.67	.25
	C	17	44	31	67	.25	.50
	A	9	35	14	95	1.41	.10
	B	18	52	47	141	.002	.90
	C	20	50	37	72	.57	.25

Another way to analyse the sociometric data of this study was to compare the number of choices received by the bilingual Ss and those received by the other Ss. Mann Whitney U test were performed on the different classes but failed to reach significance in all cases (Table 3). It signified that bilingual Ss have not received significantly more or less choices than the other subjects.

Discussion

The analysis of the sociometric data have shown that the social status of bilingual Ss was very slightly different than the social status of the other Ss in a remedial classroom.

The proportion of choices given to bilingual Ss was not significantly different (Table 3) that the choices given to the other Ss although it was lower.

Table 3. Mann Whitney U test on the # of choices given to bilingual Ss and the other Ss.

Type of Scores	Class	Subjects Bilingual	Subjects Other	# of choices received by Bilingual Ss	# of choices received by Other Ss	P.Value
Raw Scores	A	4	10	17	100	n.S. at .(
	B	7	19	51	170	n.S. at .(
	C	9	13	48	111	n.S. at .(
Popularity Scores	A	4	10	23	130	n.S. at .(
	B	7	19	65	193	n.S. at .(
	C	9	13	57	122	n.S. at .(

No strong cluster existed between the bilingual Ss and the other Ss since many intergroup choices were observed (Table 2). A strong group preference called for a high proportion of within group selections.

The sociograms have shown that a high proportion of bilingual Ss were in the outer circle. However, this was also true for the other Ss. The same observation also applied when the Jennings' method was performed. The number of overchosen and underchosen Ss in both groups was not highly different.

The findings of the study indicated that the social status of bilingual Ss , as defined previously in this paper, did not differ significantly from the social status of the other members of the group. However, other studies including larger samples and controlling the level of proficiency of languages involved should be conducted before much weight could be given to the present conclusion.

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